**Writing a Successful Argument Letter**

This assignment is designed to teach student how to make a successful argumentative letter that is both professional and well informed. The students will be instructed on the basics of writing, starting with pre-writing and ending with a revision. The assignment will be broken down into four unique parts covering various methods and practices that are useful for students to use when writing.

**Part One: Pre-Writing**

Students will be informed as to what the topic is and will be given packets with multiple sources that they can use to form a well educated opinion. The students will receive a chart that allows them to map out what they already know on the topic, what they want to know about the topic, and what they learned on the topic. The students will participate in an open discussion that will result in an organized debate so that ideas can be freely exchanged and challenged prior to putting pen to paper.

Students will be expected to have read the articles and have started a rough draft by the next class session. This draft is not needed to be final in any sense but rather it is designed to get the students writing on the topic and at the very least to show the arguments that they intend to make.

**Part Two: Revising**

Students will receive a rubric, a persuasion map, and a handout explaining what a persuasive letter should include. The students will fill out the persuasion map and decide what changes they need to make to their letter in order to make it better meet the guidelines provided. The students will follow their persuasion maps and see which arguments need more evidence to support it. They will then receive a little time in class to start mocking up another draft.

Students will be expected to have a nearly finished copy of their letter by the next class session. They will need to bring at least two copies of their letter with them to class.

**Part Three: Peer Editing**

Students will receive instructions on how to critically analyze another’s work without being critical or negative. The students will receive a packet that they are to fill out based on another’s work. The students will then break into groups and read one another’s work while filling out the packet.

The students will be expected to take the information provided by their fellow classmates to finalize their letter. They will need at least one copy of their letter for the next session.

**Part Four: Revising for a New Audience**

The students will receive instruction on how to edit their works in order for them to be more effective with another audience. The students will break up into small groups based on their new audience. They will discuss the differences in tone and writing style needed for this transition.

The students will be expected to bring a rough draft of their “New Audience” letter as well as their final draft of their Argument letter to the next class session.